fneeq CSN
Fédération nationale des enseignantes et des enseignants du Québec

Fédération des enseignantes et enseignants de CEGEP (CSQ)

**BULLETIN**
**Mars 2010**

# Cegep Administrators Report Card
# Winter 2010 Semester

With just a few weeks left before the expiration of our collective agreement and after an employers' response that is the polar opposite of our objectives, the 59 unions representing cegep teachers asked to meet with their local administrations in order to evaluate their competence in the context of the present round of negotiations. Using a questionnaire filled out by the local unions following these meetings, this report card was produced. Two local administrations refused to meet with their union, six questionnaires had to be rejected as, after the meeting, their union was unable to determine their administrations' responses to the questions asked. Below you will find a description and an overall evaluation of the competency (**To negotiate in a respectful and responsible manner**) based on the analysis and interpretation of the information submitted.

**Course number :** 31-03-2010 **Course Title :** Labour Relations 101

**Pre requisite :** Has read and understood *Teaching at the College Level: Portrait of the Profession*

**Statement of the Competency :** To negotiate in a respectful and responsible manner

| *Elements of the competency* | *Performance Criteria* | Evaluation |
|---|---|---|
| 1. Demonstrates solidarity with the college community. | • Recognizes the problems being experienced by cegeps in the regions experiencing student enrolment declines.<br>• Adequate solutions to the new challenges posed by the diversity of students and lowered admission criteria. | ***Capable of Improvement*** |
| 2. Recognizes the value of the work carried out by teachers. | • Willingness to add resources for classroom teaching to reduce heavy workloads.<br>• Supports improvements to the salary structure so that it reflects the fact that we are part of higher education.<br>• Sustainable solutions to reduce significantly the proportion of teachers without job security. | ***Significant Improvement Required*** |
| 3. Supports teaching personnel. | • Supports union negotiating priorities.<br>• Action taken to achieve a signed collective agreement.<br>• Willingness to intervene with the Federation of Cegeps to support union priorities.<br>• Able to influence the Federation of Cegeps.<br>• Willingness to demand from the Ministry of Education, Leisure and Sport and the Treasury Board the resources needed to adequately finance the cegep system. | ***Failure*** |

**Achievement Context :**

**Taking into account :**

- The needs identified by teachers ;
- the March 31, 2010 deadline for negotiations.

**Without resorting to :**

- A decree to end negotiations.

**Possible Penalties** :

- Different types of local pressure tactic ;
- possibility of being confronted with a strike ;
- recognition of own inability to negotiate and manage ;
- loss of cooperation from teachers, the most essential actors in the cegep system.

Note : Adminstrators who take advantage of this option will be denounced by the International Labour Organization (ILO) and will automatically fail.

**Analysis and Interpretation of Results**

Among all of the issues in the current round of negotiations, a few are of particular importance to us. Thus, we note that only 18 % of administrations feel concerned by the need to add more resources in type (*volet*) 1 cegep teacher workloads, which was one of the main findings of the report on the teaching profession. As we have pointed out in their report card, while some administrations feel concerned (35 %) and even committed (38 %) to helping cegeps in the regions or adding resources to respond adequately to the emerging needs of our student population (45 % agreed and 42.5 % somewhat agreed), there remains a long way to go to meet the real needs to support their teaching corps.

In addition, it is very worrying that 47% of local administrations seem to be insensitive to the negative impact of our employers' proposal on gaining tenure (*permanence*). While almost 58% of administrations agree with the need to obtain a signed collective agreement, only 16% of respondents believe that their administration is ready to commit to intervening in the Federation of Cegeps or with the Ministry of Education with regard to our sectoral negotiations. Unfortunately, even if some administrations have demonstrated a good mastery of the competency, less than 14% of unions considered that their administration had influence in its own employers' federation! In conclusion, here are the comments of the two cegep teacher union federation presidents on the results of this investigation.

" Many of us legitimately put a lot of hope into the follow-up to the report *Teaching at the College Level: Portrait of the Profession*. We are disappointed to find that our employers' representatives, in their negotiation proposals, prefer to prioritize assigning what resources are available to purposes that are real concerns, but far different from those which we have identified as priorities arising from the work done on the teaching profession. Once again, as we saw with the federal transfer funds, our employers prefer to consolidate their gains rather than to attack the most obvious problem in the cegep system, the considerable lack of resources for classroom teaching, the primary mission of the cegeps. Teachers are at the heart of this mission; it is time to give us the resources needed to meet the justifiably high expectations that Québec society has for its college system ".

***Jean Trudelle, FNEEQ-CSN President***

" While we may hope that local administrations are working effectively for the maintenance and development of the cegep system across Québec, those few administrations that oppose the employers' negotiation proposals must be heard. In our view, to confront the demographic decline, the economic situation and the new challenges posed by the diversity of the student population, we must hire teachers rather than decrease job security and control measures ".

***Mario Beauchemin, FEC-CSQ President***